



Accreditation Committee Decision

Faculty of Education Brock University

Application for Renewal of Accreditation

Concurrent program of professional education that combines studies in Aboriginal Education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Aboriginal)

**Accreditation Committee
Ontario College of Teachers
July 6, 2020**

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Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Faculty of Education, Brock University

Introduction

The Faculty of Education at Brock University submitted an application on January 2, 2020 for renewal of accreditation of the following program of professional education:

- Concurrent program of professional education that combines studies in Aboriginal Education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Aboriginal)

In accordance with Regulation 347/02, Accreditation of Teacher Education programs, the Accreditation Committee established an accreditation panel to:

1. conduct a review of the aforementioned programs of professional education on the direction of the Accreditation Committee; and
2. act in an advisory role to the Accreditation Committee by reporting to the Committee on its findings and making recommendations to the Committee with respect to the programs reviewed.

The four-person accreditation panel met the requirements set out in Section 6 of the Accreditation Regulation and was comprised as follows:

- two members of Council, two of whom were members of the Accreditation Committee, and at least one appointed member of Council
- a roster member with experience in teacher education program evaluation and specialized expertise in Indigenous teacher education programs
- a person who was nominated by the Faculty of Education, Brock University

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education, Brock University. The accreditation panel conducted a site visit at Brock's program delivery site located in Thunder Bay, Ontario between Sunday, March 1 and Wednesday, March 4, 2020. During the site visit, the accreditation panel conducted interviews with Brock and OSHKI-Wenjack Faculty and administrative personnel, teacher candidates, community stakeholders and the Elder-in-Residence. They examined samples of the work of teacher candidates, toured the facilities where the program is offered and participated in a land-based activity.

The College provided an opportunity for members of the public to comment on the quality of the program under review. The College notified the public of the opportunity to make a submission to the panel by advertisements distributed electronically to a distribution list provided by Brock University, and notices on the College's website and through social media. The panel considered the two public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Faculty of Education, Brock University. The final panel report submitted to the Accreditation Committee considers the comments provided by the Dean in response to the draft report.

The Accreditation Committee, by virtue of the authority granted under the *Ontario College of Teachers Act, 1996*, and Regulation 347/02, Accreditation of Teacher Education Programs, considered whether the program of professional education in the application submitted by the Faculty of Education, Brock University qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated June 23, 2020, a response from the faculty Dean to the panel's draft report dated June 22, 2020, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Decision of the Accreditation Committee at its Meeting of July 6, 2020

Requirements and Findings

The reasons for the Committee's decision and the facts upon which it is based follow herein:

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence indicates that The Faculty of Education at Brock University is a permitted institution.

In Regulation 347/02, Accreditation of Teacher Education Programs, a permitted institution includes a faculty of education in Ontario that is part of or affiliated with a university that is authorized to offer degrees under an Act of the Assembly.

Brock University is established as a university under *The Brock University Act, 1964*. Under the Act (c. 127, s.4), the University has power to establish and maintain such faculties, schools, institutes, departments, chairs and courses as the Senate deems necessary and as shall be approved with respect to finances and facilities by the Board. The University has power and authority to grant any and all university degrees and honorary degrees and diplomas in all branches of learning (c. 127, s. 5). Under the authority of The Brock University Act the Faculty of Education offers a Bachelor of Education (Aboriginal) Primary/Junior program through the Tecumseh Centre.

In April 2007, the Senate of Brock University approved the establishment of the Bachelor of Education (Aboriginal) Primary/Junior degree program. Under Section 26 of the Brock University Act, the University has the power and capacity to affiliate with, or take into affiliation or federate with, other universities, colleges and institutions of learning on such terms and for such periods of time as the Board may determine.

In September 2019, the program admitted a new cohort with the delivery site established at OSHKI-Pimache-O-Win: The Wenjack Education Institute in Thunder Bay. A formal Memorandum of Understanding (MOU) was signed in March 2020 by the Dean of the Faculty of Education at Brock University and the Acting Executive Director of OSHKI-Pimache-O-Win: The Wenjack Education Institute articulating the terms of a partnership.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 1 is fully satisfied.

Requirement 1.1

The program is four academic semesters, including the days of practical experience required under subparagraph 2 v of subsection 1 (2).

Findings

The evidence indicates that the Bachelor of Education (Aboriginal) Primary/Junior (P/J) program offered by the Faculty of Education at Brock University, is four academic semesters, including the 80 days of practical experience required.

The BEd (Aboriginal) P/J program is a five-year concurrent, community-based program offered as a blended (face-to-face and online) delivery model. In each year of the program, the fall and winter semesters are followed by a combined spring/summer semester. By the end of the program, teacher candidates complete 10 full teacher education credits.

Teacher candidates complete practicum placements in Years 3, 4 and 5 of the program. A total of 95 practicum days are completed by the end of the program.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 1.1 is fully satisfied.

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the program has a clearly delineated conceptual framework.

The Bachelor of Education (Aboriginal) Primary/Junior (P/J) program is based on the same theoretical framework as Brock University's other accredited BEd programs. The theoretical frameworks that inform the conceptual framework for all programs are:

- Constructivism (Piaget, Dewey, Bruner, Vygotsky, Eisner);
- Reflection (Schön, Brookfield);
- Learning Community (Senge); and
- Cultural Responsiveness (Ladson-Billings, Dei).

These theoretical frameworks are delineated in Brock University's field-based teacher education programs in terms of their focus on curriculum; learner-centeredness; and the integration of teaching, learning and critical practice. The theoretical frameworks are enacted in the *Triple C Model*, and are delineated through course work; cohort (peer) communities; and the community at large (Elders, faculty, practicing teachers, administrators, and associate teachers).

Teacher candidates are at the center of the *Triple C Model* where they are guided and afforded multiple opportunities through the program design to study, experience and practice in course work and in field settings, and to reflect as they develop their own understanding of teaching and learning.

In the BEd (Aboriginal) P/J program, the *Triple C Model* is integrated within an Indigenous context. As such, the program is grounded in a two-eyed seeing (Marshall, 2004) framework which embraces the strengths of both Indigenous and Western values and knowledges. In keeping with this framework, the program balances Indigenous and Eurocentric approaches to teaching and learning. Respecting both Indigenous and Western values and knowledges, the BEd (Aboriginal) P/J program is informed by Nishnawbe traditional knowledge, mainstream disciplines and the teacher education program at Brock University. Specifically, the Medicine Wheel is applied to represent Nishnawbe traditional knowledge. In this context, the Medicine Wheel is intended to convey a sense of wholeness brought to the educational experience of teacher candidates, as their program is situated within traditional community, teaching, storytelling, and healing. The Medicine Wheel is both a foundation and an essential teaching tool for the program.

Nishnawbe traditional knowledge, mainstream disciplines, and teacher education courses are delineated through the design of the program, in that teacher candidates take ten credits in teacher education while concurrently taking fifteen undergraduate academic credits, which are infused with Indigenous content and pedagogies.

The cohort model supports a learning community characterized by a shared commonality in relation to identity as Indigenous people and more specifically to the lived experience of living in remote northern communities. This cohort model also provides a structure for sharing knowledge when teacher candidates return from practicum experiences in various communities.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 2 is fully satisfied.

Requirement 3

The design of the program is consistent with and reflects

- i) *the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession",*
- ii) *current research in teacher education, and*
- iii) *the integration of theory and practice in teacher education.*

Findings

The evidence indicates that the design of the program reviewed is consistent with and reflects the *Ontario College of Teachers' Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession*, current research in teacher education, and the integration of theory and practice in teacher education.

The Standards of Practice and the Ethical Standards of Practice

The College's *Standards of Practice and Ethical Standards for the Teaching Profession* are addressed in program requirements as well as in specific course objectives. Program completion requirements include the demonstration of a series of essential competencies, one of which is professionalism. Teacher candidates are observed and assessed for the understanding of, and commitment to, professionalism as exemplified by the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.

The *Standards of Practice and Ethical Standards for the Teaching Profession* are a focus of each of the five practicum courses and addressed in a course on *Professionalism and Educational Law*. In Year 1 of the program, teacher candidates take a method course in *Teaching Digital Learning in the Digital Age*, which requires teacher candidates to explore: the impact of professional learning communities and how they can enhance professional knowledge; explore how they can support their own and student learning; and explore how to develop an ethical practice when using information and computer technology.

Current Research in Teacher Education

The design of the program is consistent with and reflects current research in teacher education, Indigenous teacher education and Indigenous knowledge systems. The design of the BEd (Aboriginal) P/J program is based on three foundational sources: Anishnabek traditional knowledge, mainstream disciplines, and Brock's research-based approach to teacher education which draws from Darling-Hammond's work on the processes of teacher education programs and the preparation of skillful teacher candidates.

One of the goals of the program is that teacher candidates will use their understanding of academic subjects and Indigenous culture to benefit their future pupils and develop positive attitudes towards education. This stated program goal is informed by a large body of research showing that Indigenous learners are most successful when schooling supports and strengthens cultural knowledge and identity (Battiste, 1998, Battiste, 2009, Bishop, Berryman, Tiakiwai and Richardson 2003, Cajete, 2000, Hampton, 1995, Kovach, 2009).

The program structure encourages teacher candidates to reflect on their learning, make connections to their lived experience and share personal knowledge through dialogue and journaling. These features of the program, in addition to incorporating Elder-facilitated land-based learning opportunities, demonstrate the ways in which the design of the program reflects Indigenous ways of knowing, and land as first teacher (Styres, 2011).

Assessment practices in the program incorporate cultural components through observations, conversations and products. This approach is consistent with Indigenous ways of knowing as well as current research in teacher education. The integration of traditional teachings, current professional knowledge and lived experiences is a foundational approach to learning at OSHKI-Wenjack Education Institute.

The Integration of Theory and Practice

The design of the program is consistent with, and reflects the integration of theory and practice in teacher education. By the end of the program, teacher candidates are required to demonstrate a series of essential competencies, one of which is theory to practice. Teacher candidates are required to demonstrate the ability to apply pedagogical theory to educational practice as well as to reflect on the relationship between personal beliefs and professional practice.

Courses offered early in the program introduce theories of Aboriginal education and learning based on the work of Canadian Indigenous scholars such as Battiste, St. Denis and Kovach as well as the traditional teachings of Elders. Teacher candidates are introduced to using two-eyed seeing (Marshall, 2004) to integrate the oral, written and visual world through a learning journal. The journal is a feature of the program and used to reflect on course content, readings, activities, and make connections to classroom practice.

The program is grounded in constructivist thinking and the Triple C Model, in which teacher candidates learn through interaction within and among course work, cohort (peer communities) and the community at large. Courses yet to be developed and offered in subsequent years of the program, will adhere to this approach to integrate elements of theory and professional practice.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 3 is fully satisfied.

Requirement 3.1

The program enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

Findings

Given that the Bachelor of Education (BEd) (Aboriginal) Primary/Junior (P/J) program is in its early stages of implementation with a new partner, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in the following Schedule 1 elements: *Curriculum Knowledge* - Elements 1 and 2; *Pedagogical and Instructional Strategies Knowledge* - Elements 1, 3, 5, 7, and 8; and *Teaching Context Knowledge* – Elements 4 and 6.

The evidence does substantiate that the program enables teacher candidates to acquire knowledge and skills in the following Schedule 1 elements: *Pedagogical and Instructional Strategies Knowledge* – Elements 2, 4, and 10; *Teaching Context Knowledge* – Elements 1 and 3.

Four Schedule 1 elements are reported in other requirements. *Pedagogical and Instructional Strategies Knowledge* - Element 6 is addressed in Requirement 11. *Pedagogical and Instructional Strategies Knowledge* - Element 9 is addressed in Requirement 10. *Teaching Context Knowledge* - Element 2 is addressed in Requirements 3 and 11. *Teaching Context Knowledge* - Element 5 is addressed in Requirement 11.

Curriculum Knowledge

Element 1. Current Ontario Curriculum and Provincial Policy Documents

The provider attests that by the end of the five years, teacher candidates in the program will acquire knowledge and understanding of the Ontario Curriculum through method courses related to the six core content areas: language, mathematics, social studies, science and technology, health and physical education and the arts. It is an expectation that every curriculum-based method course contain a module, topic or assignment that refers to the Kindergarten curriculum. Method courses, will specifically utilize the appropriate Grades 1-8 Ontario Ministry of Education curriculum documents, as well as the 2019 Addendum to the Kindergarten Program as a basis for instruction in the six core content areas.

The Kwayaciiwin curriculum, which is built on The Ontario Curriculum, will inform the language and culture components within the program. Kwayaciiwin's curriculum integrates a culturally-based framework for teaching Anishinine/Anishinaabe language and culture. It is supported by a comprehensive range of culturally relevant resources.

In the absence of course outlines for the method courses related to the six core content areas, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in Curriculum Knowledge – Element 1.

Element 2. Current Research in Teaching and Learning

At the time of the review, teacher candidates were in their first year of the concurrent program. In Year 1, teacher candidates take one method and one foundation course. In the foundation course, *The Exceptional Learner*, teacher candidates are introduced to relevant research within the context of a module on self-regulation.

As part of the two-eyed seeing (Marshall, 2004) framework, which embraces the strengths of both Indigenous and Western values and knowledges, traditional teachings are integrated into course work and assignments. More specifically, the Grandfather Teachings are referenced in class discussions and implemented through project work. Projects allow teacher candidates to connect to their lived experience, community, traditional teachings and prepare for classroom application with future students.

The provider attests that method and foundation courses will be developed in alignment with the analogous courses of Brock's P/J program offered at their main campuses. Courses delivered at OSHKI-Wenjack will be adapted to reflect Indigenous scholarship and Indigenous perspectives and ways of knowing. The Program Coordinator will collaborate with course developers and instructors to ensure the inclusion of culturally relevant content and pedagogy. However, in the absence of 19 course outlines for method and foundation courses, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in Curriculum Knowledge – Element 2.

Pedagogical and Instructional Strategies Knowledge

Element 1. Educational Research and Data Analysis

The use of educational research and data analysis is introduced in *The Exceptional Learner* course through classwork and follow-up assignments. Teacher candidates are given opportunities to examine student work samples and choose appropriate strategies to support student learning. Teacher candidates also have opportunities to research and access resources to inform class assignments.

This is one course of a total of 21 method and foundation courses in the program. In the absence of a significant number of course outlines, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in Pedagogical and Instructional Strategies Knowledge – Element 1.

Element 2. Technology as a Teaching and Learning Tool

The development of teacher candidates' ability to use technology as a teaching tool is a program goal to improve the quality of life and learning in Indigenous communities. Specifically, teacher candidates will acquire skills in teaching and learning through technology appropriate to their specific geographic and cultural context.

In the first year method course, *Teaching Digital Learning in the Digital Age*, teacher candidates learn how digital strategies can be used to enhance their own learning and the learning of their students. Learning expectations for the course include recognizing the impact of emerging technologies on learning, understanding how technology can be integrated into instruction and exploring the use of assistive technologies to support student learning.

Teacher candidates use learning journals to discuss their insights on working with technology in the classroom. References are made to the use of Smartboard technology and Chrome Books as teaching and learning tools. Teacher candidates use applications to: facilitate distance learning and online collaboration; bring technology directly into the classroom; conduct research on applications and communicate the importance of technology to parents. Teacher candidates acknowledge that the application of the skills and strategies learned in course work can be limited by available infrastructure in their home communities.

Element 3. Inquiry-Based Research, Data and Assessment to Address Student Learning

In the Year 1 foundation course, *The Exceptional Learner*, teacher candidates are introduced to inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles. The course content examines various ways of assessing students to enable teacher candidates to develop skills, confidence and competence in their assessment practices.

The provider reports that teacher candidates will have the opportunity to observe and experience the use of inquiry-based research and assessment, and more specifically, address the needs of Indigenous learners within the context of practicum courses commencing in Year 3 of the program. In the absence of 24 course outlines for method, foundation and practicum courses, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in Pedagogical and Instructional Strategies Knowledge – Element 3.

Element 4. Theories of Learning and Teaching and Differentiated Instruction

In the first year of the program, teacher candidates acquire knowledge and skills to use theories of learning and teaching and to develop strategies for differentiated instruction. The foundation course, *The Exceptional Learner*, introduces the Ministry of Education document *Education for All* and engages teacher candidates in comparing and contrasting Universal Design and differentiated instruction. Additionally, teacher candidates learn about Individual Education Plans (IEPs) and promising practices in differentiated lesson planning. The method course, *Teaching Digital Learning in the Digital Age*, addresses the use of assistive technology such as text to speech software. The provider reports that this learning will be extended in the second year foundation course, *Programming for Inclusive Classrooms*.

Traditional teachings are integrated with theories of learning and differentiation within an Indigenous context.

Element 5. Classroom Management and Organizational Skills

Teacher candidates in the BEd (Aboriginal) P/J program are required to demonstrate the same essential competencies as candidates in all accredited pre-service programs offered by Brock University. One of the essential competencies, Teaching Practice, expects teacher candidates to demonstrate the ability to create a safe and supportive learning environment for students and implement effective classroom management strategies.

Classroom management is introduced in *The Exceptional Learner* course. Teacher candidates discuss issues related to the learning environment and explore resources to support their learning in this area.

Evidence indicates that classroom management and organizational skills may also be addressed in the *Programming for Inclusive Classrooms* course offered in Year 2 and in *Practicum* courses offered in Years 3, 4, and 5. However, in the absence of these six course outlines, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in Pedagogical and Instructional Strategies Knowledge – Element 5.

Element 6. Student Transitions

Student transitions to age 21 and through kindergarten to grade 12 are introduced in the Year 1 foundation course, *The Exceptional Learner*. Transition planning is addressed in a course reading, and in a group case study assignment.

Child and adolescent development is addressed in Requirement 11.

Element 7. Student Observation, Assessment and Evaluation

Teaching Practice is an essential competency that teacher candidates are required to demonstrate by the end of the program. This competency requires teacher candidates to demonstrate the ability to develop clear learning goals for students and the ability to design and adapt a wide variety of assessment, evaluation, and reporting strategies to meet individual learning needs.

In Year 1 of the program, the use of current strategies relating to student observation, assessment and evaluation within the context of differentiated instruction is introduced in *The Exceptional Learner* course. Assessment policies and practices outlined in *Growing Success* are explored in the method course, *Teaching Digital Learning in the Digital Age*. The language and concepts of the Achievement Charts are used in this course in a variety of ways so that teacher candidates can build capacity to assess student work according to provincial achievement levels.

The provider reports that additional foundation courses to address student observation, assessment and evaluation will be developed and offered in Years 2 and 3 of the program. However, in the absence of these two course outlines, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in Pedagogical and Instructional Strategies Knowledge – Element 7.

Element 8. Supporting English Language Learners

The provider reports that teacher candidates will learn how to teach students whose first language is not the language of instruction (English) in the *Language and Literacy I and II* courses. These courses will be developed and offered in Years 3 and 4 of the program. However, in the absence of these two course outlines, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in Pedagogical and Instructional Strategies Knowledge – Element 8.

Element 9. Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Information about pedagogy, assessment and evaluation for specific curriculum areas is addressed in Requirement 10.

Element 10. Supporting Students with Special Education Needs

A requirement for program completion, requires the demonstration of the essential competency, Teaching Practice. This competency requires candidates to demonstrate the ability to employ a wide variety of student and teacher-directed learning strategies and the ability to incorporate assistive devices where necessary. Another essential competency is Student Learning, which includes a respect for the diverse range of learning strengths and the needs of students and the ability to teach an inclusive and differentiated curriculum that responds to diverse student needs.

Policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports are addressed in Year 1 foundation and method courses. The foundation course, *The Exceptional Learner*, introduces the foundations, theories and best practices that contribute to and define Special Education in Ontario schools. Course readings and assignments guide teacher candidates in fostering student success through a comprehensive approach that encompasses social, academic, emotional, physical and mental well-being. Teacher candidates are also introduced to Individual Education Plans (IEPs). The method course, *Teaching Digital Learning in the Digital Age*, includes readings and assignments that focus on the use of assistive technology to support students with special education needs.

The provider reports that the foundation course, *Programming for Inclusive Classrooms*, to be developed and offered in Year 2 of the program, will provide further opportunities for candidates to respond to the needs of all students, including students with special education needs.

The Teaching Context Knowledge

Element 1. Mental Health, Addictions & Well-being

In the first year of the program, teacher candidates are introduced to child, youth and parental mental health issues relevant to the elementary school environment in Ontario. In *The Exceptional Learner* course, readings and assignments address behaviour exceptionalities and mental health challenges and introduce the document, Ontario's Well-Being Strategy for Education. The *Teaching Digital Learning in the Digital Age* course addresses questions regarding how to ensure safe, healthy and inclusive digital environments that show respect among users. In particular, teacher candidates explore the impact of cyber bullying on mental health.

One of the essential competencies that all teacher candidates in the program are required to demonstrate is Student Learning; this competency includes the ability to promote in students a sense of self-worth and mutual respect for others and the world around them. In Year 2 of the program, all teacher candidates take an undergraduate course on the literature of trauma and recovery that will address topics related to the mental health needs of students. This course is designed to augment teacher candidates' understanding of mental health within the professional program. Teacher candidates will be encouraged to transfer knowledge between undergraduate and professional education courses through journal entries.

Element 2. Standards of Practice

For this element, see Requirement 3i and 11ii.

Element 3. Student Transitions in a Variety of Settings

For this element, see Requirement 3.1 in the following section:

- Pedagogical and Instructional Strategies Knowledge– Element 6

Element 4. Knowledge of the Ontario Context

The program extends beyond merely providing the opportunity for teacher candidates to learn about Indigenous Perspectives, Cultures, Histories and Ways of Knowing. Community stakeholders highlighted the value of the program as a means to restore Indigenous culture. The provider reports that the Aboriginal Framework for learning underpins every course in the program. Teacher candidates will achieve the program goals by examining issues in Aboriginal and mainstream education within the context of northern Ontario Indigenous communities.

Academic courses in Aboriginal Education, in combination with courses from the professional program, will focus on learning styles, evaluation, storytelling, experiential learning and lesson planning. Teacher candidates in the program will have opportunities to become aware of, address, and shape their professional knowledge through courses and the practica. They will do this on a personal basis and in the community of other teacher candidates, experienced teachers, Elders, and teacher educators, with the recognition that Indigenous students live in two worlds.

Knowledge of the Ontario context is introduced in Year 1 of the program. Content pertaining to safe and accepting schools and the creation of a positive school climate is addressed in the *Teaching Digital Learning in the Digital Age* course. Teacher candidates review the Ministry of Education document *Equity and Inclusive Education in Ontario Schools* and specifically address the topic of Internet Safety and Digital Citizenship. As such, teacher candidates explore their role as educators to ensure safe, healthy and inclusive learning in digital environments.

The provider reports that knowledge of the Ontario context in which elementary schools operate will be formally addressed in two additional foundation courses. The courses *Teaching in the Ontario Context* and *Teaching Aboriginal Learners in the Ontario Context* will be developed and offered in Years 3 and 4 of the program. However, in the absence of these two course outlines, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in Teaching Context Knowledge – Element 4.

Element 5. Ontario Education Law

For this element see, Requirement 11ii.

Element 6. Professional Relationships

Professional Relationships is one of the required essential competencies that must be demonstrated by all teacher candidates in the program. This competency includes the ability to relate effectively to, and collaborate with colleagues; the ability to participate actively in the school culture during practice teaching placements; and the ability to respect and respond to professional feedback. The provider reports that in Years 3, 4 and 5 teacher candidates will have opportunities to develop this competency in school settings during their practicum placements. The *Professional Collaborative Practice* course, which will be developed and offered in Year 5 of the program will specifically address professional relationships.

Content related to parent engagement is introduced in the Year 1 method and foundation courses. The provider reports that parent engagement and communication will also be addressed in several foundation courses that will be developed and offered in Years 3, 4 and 5 of the program. However, in the absence of these course outlines, the evidence does not substantiate that the program enables teacher candidates to acquire knowledge and skills in Teaching Context Knowledge – Element 6.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 3.1 is substantially but not fully satisfied.

Reasons for Conclusion

As the program is in its initial year, no teacher candidates have completed all method, foundation and practicum courses that comprise the concurrent program of professional education. As yet, only one foundation and one method course has been developed for this program.

The Dean attests that all courses will be developed in alignment with the analogous courses of Brock's Primary/Junior program offered at their main campuses. Courses delivered at OSHKI-Wenjack Education Institute will be adapted to a blended mode of delivery, and to reflect Indigenous scholarship and Indigenous perspectives and ways of knowing. Further, the Program Coordinator will be responsible for supervising the development of the outstanding course outlines.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that the program satisfies Requirement 3.1. However, in the absence of course outlines for all method, foundation and practicum courses, the Accreditation Committee is unable to confirm that this requirement is fully satisfied for the following Schedule 1 elements: Curriculum Knowledge - Elements 1 and 2; Pedagogical and Instructional Strategies Knowledge - Elements 1, 3, 5, 7, and 8; and Teaching Context Knowledge - Elements 4 and 6.

Fully satisfying Requirement 3.1 for the program is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Accreditation Committee that the program enables students to acquire knowledge and skills in all of the elements set out in Schedule 1.

For example, the Dean could provide evidence such as:

- course outlines for courses in the program that demonstrate students of the program acquire knowledge and skills in all of the elements set out in Schedule 1
- documentation such as teacher candidate assignments or projects related to the courses in the program that demonstrate students of the program acquire knowledge and skills in all of the elements set out in Schedule 1
- outcomes of program reviews and/or surveys of teacher candidates/ graduates/faculty in the program demonstrating students of the program acquire knowledge and skills in all of the elements set out in Schedule 1.

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirements 3.1 and 4 will be fully satisfied for the program.

Requirement 4

The program curriculum is current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the program.

Findings

The evidence for this requirement is reported in Requirement 3.1.

Current

Evidence relating to the currency of the program curriculum, please refer to requirement 3.1.

Ontario Curriculum

Evidence relating to references to the Ontario curriculum in the program curriculum, please refer to the category of Curriculum Knowledge in requirement 3.1.

Current Research

Evidence relating to the application of current research in teacher education in the program curriculum, please refer to element 2 of the category of Curriculum Knowledge and elements 1 and 3 in Pedagogical and Instructional Strategies Knowledge in requirement 3.1.

Wide Knowledge Base

Evidence relating to the program curriculum representing a wide knowledge base in the divisions and components of the program please refer to requirements 3.1.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 4 is substantially but not fully satisfied for the program.

Reasons for Conclusion

The Committee relies on the Facts and Reasons discussed in Requirement 3.1 to support its decision that Requirement 4 is substantially, but not fully satisfied.

Requirement 5

The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.

Findings

The evidence does not substantiate that the course content of the program reviewed includes theory, method and foundation courses. Nor does it substantiate that the course content of the program makes appropriate provision for the application of theory in practice.

Theory, Method and Foundation Courses

Teacher candidates in the concurrent Bachelor of Education (Aboriginal) Primary/Junior Program, are required to take method and foundation courses in each year of the five year program. From Year 2 to 5 of the program, teacher candidates take method courses in the six core content areas for the Primary/Junior divisions (language, mathematics, science and technology, social studies, health and physical education and the arts). By the end of the program teacher candidates will complete nine foundation courses that address: special education; inclusive education; assessment, evaluation and reporting; cognition and human development; teaching in the Ontario context; teaching Aboriginal learners; teaching and learning; collaborative practice; and professionalism and law.

Appropriate Provision for the Application of Theory in Practice

Teacher candidates are guided through opportunities to learn in courses as a cohort and to apply learning in field placements. Teacher education courses are sequenced alongside undergraduate courses which emphasize Indigenous teaching and experience across the five years of the Aboriginal P/J program. As the program develops, teacher candidates reflect on and apply theory to construct their understanding of professional practice. Early on, teacher candidates develop a broad understanding of schools and student learning and a general understanding of the curriculum, professional standards of practice and of teaching and learning. The program moves sequentially toward acquiring more specific skills of assessment and evaluation. As teacher candidates engage with ideas and develop their competencies, the program provides opportunities for the application of developing knowledge and skills in classroom settings. Practicums take place in Years 3, 4, and 5, which allows teacher candidates to have the time to think more broadly and deeply about the curriculum through the five classroom placements.

In Year 1 of the program, the *Teaching the Digital Learners for the Digital Age* course, a practice-based approach is used for in-class learning activities which emphasizes the connection between content knowledge from the Ontario Curriculum and instructional strategies and pedagogical knowledge. Making these connections through course assignments enables teacher candidates to develop teaching ideas and resources for the digitally connected learner. In *The Exceptional Learner* course, teacher candidates are expected to apply theory to practice through course activities such as examining a resource and reflecting on its uses in practice or building a school-based intervention plan to address an issue related to the health and physical well-being of children.

The provider reports that in Year 3 of the program, the foundation course, *Teaching in the Ontario Context*, will introduce teacher candidates to a framework of schooling in the Ontario context. This course will be delivered prior to teacher candidates beginning their first practicum experience. The first *Practicum* course to be offered and delivered in Year 3 of the program will be designed to emphasize theory and practice connections.

In the stated learning outcomes for many of the foundation and method courses, teacher candidates will have opportunities to learn and apply theories and pedagogical strategies in course assignments and in classroom settings. The provider reports that as method and foundation courses are developed for Years 2, 3, 4, and 5, the Program Coordinator will collaborate with course developers and instructors to ensure the inclusion of culturally relevant content and pedagogy, such as modelling, time for reflection, and cooperative assignments. Instructors will also be required to adopt assessment protocols that take into account the social and cultural practices of the teacher candidates' communities.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 5 is substantially but not fully satisfied for the program.

Reasons for Conclusion

As the program is in its initial year, no teacher candidates have completed all method and foundation courses that comprise the concurrent program of professional education. As yet, only two of the courses have been developed for the program.

The Dean attests that all courses will be developed in alignment with the analogous courses of Brock's Primary/Junior program offered at their main campuses. Courses delivered at OSHKI-Wenjack Education Institute will be adapted to a blended mode of delivery, and to reflect Indigenous scholarship and Indigenous perspectives and ways of knowing. Further, the Program Coordinator will be responsible for supervising the development of the outstanding course outlines.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that the program satisfies Requirement 5. However, in the absence of course outlines for all method and foundation courses, the Accreditation Committee is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 5 for the program is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Accreditation Committee that the method and foundation courses offered in the program include appropriate provision for the application of theory in practice.

For example, the Dean could provide evidence such as:

- course outlines in the program that demonstrate appropriate provision for the application of theory in practice
- documentation such as teacher candidate assignments or projects related to the method and foundation courses in the program that demonstrate appropriate provision for the application of theory in practice
- outcomes of program reviews and/or surveys of teacher candidates/ graduates/faculty in the program demonstrating appropriate provision for the application of theory in practice within method and foundation courses.

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 5 will be fully satisfied for the program.

Requirement 6

The program's format and structure are appropriate for the course content.

Findings

The evidence indicates that the format and structure of the program reviewed are appropriate for the course content.

The Bachelor of Education (Aboriginal) Primary/Junior (P/J) program is a five-year concurrent program that consists of 25 credits. Fifteen academic credits are in Aboriginal education and ten credits are in teacher education. Each year of the program is organized into three academic/calendar terms: Fall, Winter and Spring/Summer. The program is designed to scaffold learning through a combination of Aboriginal education courses and teacher education courses which provide candidates with depth and breadth of knowledge and opportunities for skill building. *Math for Primary and Junior Teachers* and *Aboriginal Curriculum Theory and Design*, are examples of Aboriginal Education courses designed to overlap with teacher education courses.

The Aboriginal education credits reflect culturally relevant course content that leads to the Aboriginal Adult Education degree for students whose intention is teaching and certification with the Ontario College of Teachers.

The ten teacher education credits are taken concurrently with Aboriginal education courses. These ten teacher education credits include foundation courses, which are theory-based courses and curriculum courses which introduce subject matter in tandem with appropriate pedagogical strategies related to the primary and junior grades, including Kindergarten. There are five practicum blocks scheduled in Years 3, 4 and 5 of the program. A framework to prepare teacher candidates for their practicum experience is addressed in the *Teaching in the Ontario Context* course that occurs in the third year. This is followed by the first practicum block.

The delivery site for BEd (Aboriginal) P/J program is the OSHKI-Wenjack Education Institute, located in Thunder Bay. The campus environment and scheduling format at OSHKI-Wenjack are designed to be welcoming, relaxed and flexible. The program is designed to meet the unique needs of teacher candidates who live in various fly-in communities in northern Ontario. Flexibility in scheduling and delivery modes to facilitate travel, family responsibilities and necessary employment are taken into account in the program's format and structure.

Teacher candidates have opportunities to connect face-to-face with their learning community at OSHKI-Wenjack at the start of the program. Meeting face-to-face in the first two weeks of the program in Thunder Bay is important in forming relationships with each other and the OSHKI-Wenjack staff. During this time, candidates are made aware of support systems available on-site at OSHKI-Wenjack and when they return to their home communities. Available support services include student success and support workers, program coordinators and staff from Brock University and OSHKI-Wenjack Education Institute. An Elder-in-Residence is also available to counsel and support the emotional and spiritual needs of teacher candidates.

OSHKI-Wenjack Education Institute has experience in partnering with several other organizations which is a key factor in providing resources of all types to promote student success, particularly in serving the needs of students living in remote communities. The support staff at OSHKI-Wenjack are trained and experienced in implementing appropriate interventions that are useful and relevant to their student body, provide workshops and experiences that build on students' capacity so they can be successful in meeting program expectations.

The program is delivered using a blended face-to-face and distance education learning model. Twice each semester, teacher candidates attend one-week of face-to-face instruction in Thunder Bay. They complete remaining course requirements through online instruction. The face-to-face component allows instructors to adjust instruction to individual learning needs and for teacher candidates to build a learning community. Digital portions of courses are delivered through scheduled synchronous classes. Access to course content and communication with instructors occurs through the course management system.

The proportion of face-to-face and distance education elements of courses will depend on the credit value of the course. Full credit (1.0) courses may have a greater proportion of course content delivered online. For example, in a 36-hour (0.5 credit) course, teacher candidates are on campus in September for a one-week block and receive face-to-face instruction and then again in November for another one-week block, amounting to 30-hours of face-to-face instruction. The distance education learning component of the course amounts to 6-hours of synchronous, online/video instruction and collaborative work.

OSHKI-Wenjack has a large repertoire of digital tools, including video-conferencing equipment, available for delivering the on-line portion of the BEd program to candidates living in remote communities. All teacher candidates receive an android (RUMIE) tablet from the OSHKI-Wenjack Education Institute in order to ensure access to information both on campus and in their home communities.

Throughout the program, teacher candidates will receive technical support through OSHKI-Wenjack's and Brock University's Information Technology teams. While they are in their home communities, teacher candidates can use Adult Education Centres to support the on-line learning components of their course work. These Adult Education Centres provide high-speed internet connectivity, computer labs and trained personnel. Faculty and support staff at OSHKI-Wenjack and Brock are aware that many teacher candidates still face challenges in their home communities with poor or intermittent internet connections when trying to access the digital components of their courses. Challenges are addressed on an individual basis with contingency plans as needed.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 6 is fully satisfied.

Requirement 7

Students are assessed and informed of their progress on an ongoing basis throughout the program.

Findings

The evidence indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the program reviewed.

In order to successfully complete the initial teacher education program, teacher candidates in the Bachelor of Education (Aboriginal) Primary/Junior (P/J) program are required to demonstrate the same essential competencies as those required in the programs of professional education on the main campuses at Brock University. These essential competencies include:

1. Professionalism
2. Theory into Practice
3. Teaching Practice
4. Student Learning
5. Professional Relationships

Instructors, faculty advisors and associate teachers assess the candidates in relation to these competencies using formative and summative assessment tools. In order to develop these competencies, the program has a supportive design in its constructivist framework, multiple field placements, assessment based on practical application, group and individual assignments, and modelling of standards and ethical practice.

Course instructors are required to provide teacher candidates with a written course outline that is both culturally sensitive and consistent with the assessment expectations of Brock's accredited programs for professional education delivered at their main campuses. No single assignment at Brock is permitted to be worth more than 50% of a final grade and no course will have less than two assessment opportunities. Typically, assignments and assessment opportunities are staggered throughout the courses with the result that teacher candidates receive descriptive feedback at regular intervals including next steps and considerations for ongoing improvement.

Instructors use a variety of assessment tools and strategies. They provide feedback to teacher candidates face-to-face in class, or via email while assignments are in-progress. Instructors create a culture of openness to promote self-reflection and dialogue when meeting to discuss course assignments, assessments and next steps. Instructors demonstrate flexibility and responsiveness to the learning needs of their teacher candidates and adjust assignment requirements accordingly.

During each practicum, teacher candidates will receive feedback from their associate teacher and faculty advisor. A mid-term assessment form will be provided to each associate teacher to complete during a teacher candidate's placement. Formative assessments are required prior to the final evaluation. The frequency and type of formative feedback provided by associate teachers will vary with the circumstances of the teaching assignment. Some associate teachers will provide daily oral feedback, while others will provide daily written comments. All associate teachers will provide a summative formal assessment based on a standardized form which has been adapted to reflect the Medicine Wheel. This form emphasizes the program's holistic assessment approach, which includes the spiritual, social, intellectual and physical dimensions, as it relates to teaching competencies. Faculty advisors will provide teacher candidates with a formative assessment during their practicum placement, as well as complete standardized reports at the end of each practicum block.

The cohort structure of the program emphasizes community which is consistent with the Indigenous culture. With fewer than 25 teacher candidates in the cohort, there exists opportunity for individual support. A supportive culture is provided by OSHKI-Wenjack personnel, including an Elder-in-Residence who offer a safe space for reflection, guidance and cultural grounding in matters related to learning and development.

The Brock University Program Coordinator as well as the on-site Program Coordinator at OSHKI-Wenjack are available to the students through social media tools and email to respond to the learning needs of teacher candidates. Both coordinators are also instructors in the program, which enables them to respond to the specific learning needs of each teacher candidate. Course instructors meet twice a term to collaborate, ensure instructional coherence and share their perspectives on the ongoing progress of each teacher candidate.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 7 is fully satisfied.

Requirement 8

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection (2).

Subparagraph 2v of subsection 1(2) sets out that the program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9. (2) sets out that the requirements for the practicum portion of the program are as follows:

- 1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.*
- 2. Revoked*
- 3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program that are relevant to the student.*
- 4. An experienced teacher supervises the students and assesses their practicum.*
- 5. A faculty member is appointed as an advisor for each student.*

Findings

The evidence does not substantiate that all components of the practicum requirement are addressed in the program reviewed.

A minimum of 80 days of practical experience, appropriate to the format and structure of the program

The provider reports that teacher candidates in the concurrent Bachelor of Education (Aboriginal) Primary/Junior (P/J) program will complete a minimum of 80 days of practical experience in schools or in other situations approved by the College for observation and practice teaching.

The minimum of 80 days of practicum will be completed in five teaching blocks, beginning in Year 3 of the program. The practicum blocks will be as follows:

- Year 3: Fall Semester - minimum fifteen (15) days
- Year 4: Fall Semester – minimum twenty (20) days
Winter Semester – minimum twenty (20) days
- Year 5: Fall Semester – minimum twenty (20) days
Winter Semester – minimum twenty (20) days

Placement information is not yet available to substantiate that a minimum of 80 days of practical experience will be implemented.

Observation and practice teaching in instructional settings that use the Ontario curriculum

The provider reports that teacher candidates will complete five placements in classrooms where the Ontario Curriculum is taught. In the first two years of the concurrent program, teacher candidates will complete a combination of two method and three foundation courses prior to their first practice teaching block in Year 3 of the program. Teacher candidates are expected to use the first practicum experience to make connections between their course work and classroom observation. Teacher candidates will be expected to: observe the teaching methods used by an associate teacher; work with individual students; supervise group activities and assess student performance.

The provider reports that in Years 4 and 5 of the program, most placements will occur in federally-funded schools, and in many cases, in the teacher candidate's home or neighbouring community. Placements will be managed through the coordinated efforts of the Program Coordinator at Brock University in consultation with the OSHKI Coordinator, school board personnel and course instructors as appropriate.

Further evidence is required to substantiate the details of the instructional settings in which candidates from this program will be placed.

Each division and at least one of the subject areas of the program that are relevant to the student

The provider reports that teacher candidates will be assigned a practice teaching placement in each of the divisions for which they are qualifying to teach. As such, by the end of the program teacher candidates will have completed a placement in at least one primary (K-Grade 3) classroom and one junior (Grade 4-6) classroom. Practicums will be tracked and monitored to ensure that teacher candidates are placed in both divisions with experienced teacher mentors.

Practicum tracking and placement information is required to substantiate that the practicum enables teacher candidates to participate in both the Primary and Junior divisions.

An experienced teacher supervises and assesses

The provider reports that teacher candidates will be supervised by an experienced, qualified teacher who is a member of the Ontario College of Teachers. The Brock Faculty of Education policy stipulates that the program will seek placements in Ontario schools with mentor teachers who are Ontario Certified Teachers (OCT).

The associate teacher will assess the performance of the teacher candidate during and at the end of the practicum block. It is expected that some associate teachers will provide daily written feedback while others will provide oral feedback to teacher candidates. Additionally, associate teachers will also submit a written interim report and a standardized summative report at the end of each placement.

Associate teachers will be provided with a Mentor Assessment Form which specifically organizes teacher candidate competencies around the four directions of the Medicine Wheel. As an example, for the EAST (Spiritual) direction, teacher candidates will be required to demonstrate professionalism and cultural competency. Furthermore, associate teachers will be furnished with specific descriptors for each competency. The descriptors are intended to guide associate teachers in the summative evaluation and feedback process.

Practicum tracking and placement information is required to substantiate that an experienced teacher will supervise and assess the teacher candidates during all practicum placements.

Faculty advisor

The provider reports that the Program Coordinator will serve as faculty advisor for all teacher candidates in all practicum placements. The Program Coordinator is based in southern Ontario and will be assigned to teacher candidates completing practicums in remote northern locations. For each practicum block, the faculty advisor will assess the performance of each teacher candidate and complete both an interim and a summative report.

Given that teacher candidates will be completing practicum placements in remote communities, communication with associate teachers, teacher candidates and the faculty advisor will occur via Brock University email, tele/video conferencing or social media. Depending on the time of year, location and weather, the faculty advisor may not be able to visit a teacher candidate face-to-face during their teaching block. As such, Brock is investigating virtual platforms that enable the faculty advisor to observe and provide feedback in real time to the teacher candidate while in the classroom and to consult with the teacher candidate outside of the classroom experience.

The Faculty acknowledges that communication between teacher candidates and the faculty advisor may need to be coordinated through digital means via email, tele/video conferencing, or social media according to accessibility. In the absence of a communication platform to ensure observation of, and the provision of feedback to teacher candidates, further evidence is required to substantiate the advisory role of the Program Coordinator.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 8 is substantially but not fully satisfied for the program.

Reasons for Conclusion

Substantiating information is not available to determine that the practicum includes a minimum of 80 days of practical experience that includes observation and practice teaching in instructional settings in schools that use the Ontario curriculum, or in situations approved by the College.

Substantiating evidence is not available to determine that the practicum enables each teacher candidate to participate in settings related to each of the Primary and Junior divisions.

Substantiating evidence is not available to determine that an experienced teacher supervises and assesses the practicum, and that a faculty member serves in an advisory role for each teacher candidate.

Substantiating information related to the components of the practicum requirement could include, but is not limited to, practicum placement charts and feedback from individuals involved in the practicum experience.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that the program satisfies Requirement 8. However, in the absence of information pertaining to the practicum, the Accreditation Committee is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 8 for the program is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Accreditation Committee that the practicum, as implemented, satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection (2).

For example, the Dean could provide:

- program artifacts, such as a summary chart or copies of completed practicum assessment forms, either of which identify the length of the experience, the divisions observed and/or taught, the name of the placement school, the initials of the faculty advisor, and the OCT registration number for the educator responsible for supervising and assessing each practicum experience
- the names of the placement schools, or other approved settings, with information to verify whether the setting is a school or an alternative placement that uses the Ontario curriculum
- summary of survey information or other feedback forms from individuals involved in the practicum experience, such as alumni, teacher candidates, associate teachers, school board personnel and the Program Coordinator, to verify that the required components were implemented as proposed

- a description of the quality assurance processes in place for tracking future teacher candidate placements and verifying that the practicum experience is completed as proposed
- written accounts or descriptions by the Program Coordinator, associate teachers, teacher candidates or graduates of the program of the interactions between teacher candidates and the Program Coordinator demonstrating that the Program Coordinator has served in an advisory role.

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 8 will be fully satisfied for the program.

Requirement 9

Successful completion of the practicum is a requirement for successful completion of the program.

Findings

The evidence indicates that successful completion of the practicum is a requirement for successful completion of the program reviewed.

Successful completion of the program for professional education at Brock University includes successful completion of all coursework and practicum placements.

Brock University automatically submits a recommendation letter to the Ontario College of Teachers on behalf of each teacher candidate upon successful completion of the program.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 9 is fully satisfied.

Requirement 10

The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

Findings

The evidence does not substantiate that teaching method courses in the program reviewed are appropriate in relation to the divisions to which they relate.

The Bachelor of Education (Aboriginal) Primary/Junior (P/J) program will include pedagogy for Kindergarten to Grade 6. Teacher candidates will undertake division-specific method courses in the required six core content areas: language and literacy, mathematics, science and technology, social studies, health and physical education and the arts. Four discrete method courses will be offered in the arts, i.e. dance, drama, music and visual arts. This program also requires teacher candidates to take an additional method course called *Teaching Digital Learning in a Digital Age*, which is offered in Year 1 of the program. The method courses related to the six core content areas will be offered in Years 2 through 5 of the program.

The provider reports that method courses offered in the BEd (Aboriginal) P/J program at the OSHKI-Wenjack Education Institute will be aligned with analogous courses offered in the BEd program for the Primary/Junior divisions at the main campuses at Brock University. The provider reports that the Program Coordinator will work with each instructor to ensure that culturally appropriate content and assessment protocols are incorporated into each course. Instructors will be expected to infuse courses with both Ontario Curriculum and Kwayaciiwin Curriculum guidelines, thereby demonstrating a two-eyed seeing (Marshall, 2004) approach reflected in the program's conceptual framework which respects both Indigenous and Western knowledge systems.

Schedule 1 – Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

The provider reports that method courses for the six core content areas will reference the Ontario Curriculum, and course content will address pedagogy, assessment and evaluation of learning for specific curriculum subjects. These course will be infused with traditional cultural values and teachings.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 10 is substantially but not fully satisfied for the program.

Reasons for Conclusions

As the program is in its initial year, no teacher candidates have completed all method courses that comprise the concurrent program of professional education. As yet, only two of the courses have been developed for the program, neither of which address the six core content areas for the Primary and Junior divisions.

The Dean attests that all courses will be developed in alignment with the analogous courses of Brock's Primary/Junior program offered at their main campuses. Courses delivered at OSHKI-Wenjack Education Institute will be adapted to a blended mode of delivery, and to reflect Indigenous scholarship and Indigenous perspectives and ways of knowing. Further, the Program Coordinator will be responsible for supervising the development of the outstanding course outlines.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that the program satisfies Requirement 10. However, in the absence of the 11 course outlines for method courses related to the six core content areas for the Primary/Junior divisions, the Accreditation Committee is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 10 for the program is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Accreditation Committee that the teaching method courses are appropriate in relation to the divisions to which they relate.

For example, the Dean could provide evidence such as:

- course outlines for teaching method courses in the program that demonstrate they are appropriate in relation to the Primary and Junior divisions
- documentation such as teacher candidate assignments or projects related to the teaching method courses in the program that demonstrate the courses are appropriate in relation to the Primary and Junior divisions
- outcomes of program reviews and/or surveys of teacher candidates/ graduates/faculty in the program demonstrating teaching method courses are appropriate in relation to the Primary and Junior divisions.

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirements 10 will be fully satisfied for the program.

Requirement 11

The teaching theory and foundation courses in the program include courses on human development and learning and on legislation and government policies relating to education.

Findings

The evidence does not substantiate that the teaching theory and foundation courses in the program reviewed include courses on human development and learning, and on legislation and government policies relating to education.

Human Development and Learning

Teacher candidates in the Bachelor of Education (Aboriginal) Primary/Junior (P/J) program will be required to take foundation courses that address human development and learning. Specifically, in Year 3 of the program, teacher candidates will take a course dedicated to cognition and the socio-emotional development of learners.

In Year 1 of the program, teacher candidates take *The Exceptional Learner* course, where they are introduced to foundations, theories and best practices that contribute to and define Special Education in Ontario schools. Teacher candidates engage in course material and assignments that address social, academic, emotional, physical and mental well-being of students.

The provider reports that in Year 2 of the program, in the *Programming for Inclusive Education* course, teacher candidates will explore issues and perspectives in special education and educational psychology. Topics will include elements of the Individual Education Plan, Universal Design for Learning, and differentiated instruction.

In Year 3 of the program, teacher candidates will have an opportunity to explore human development in the *Cognition and the Socioemotional Development of Learners* course. The provider reports that course topics will include cognitive development, memory, metacognition, socioemotional development, mental health, sociocultural diversity, learning strategies, and classroom management.

Legislation and Government Policies

Teacher candidates in this program are required to take two foundation courses that focus on legislation and government policies relating to education. The provider reports that these courses will be delivered in Years 3 and 5 of the program.

The provider reports that in Year 3 of the program, teacher candidates will learn about the Professional and Ethical Standards of the teaching profession in the *Teaching in the Ontario Context* course. In Year 5 of the program, teacher candidates will take the *Professionalism and Law for Educators in Ontario* course. This course will provide teacher candidates the opportunity to learn about the professional and legal responsibilities of Ontario educators and schools through the study of statutes, regulations, professional codes of ethics, and legal cases.

The *Professionalism and Law for Educators in Ontario* course will also be infused with culturally appropriate materials and assignments related to First Nations schools, governance of First Nations administrative structures, and the Ontario College of Teachers - Standards of Practice through the lens of Indigenous visual art representations. Opportunities to examine alternative legal case studies involving Indigenous peoples may be included.

The provider attests that analogous courses offered in the accredited programs at Brock University's main campuses will be adapted to reflect Indigenous scholarship when offered in the BEd (Aboriginal) P/J program. The Program Coordinator will collaborate with course developers and instructors to ensure the inclusion of culturally relevant content and reflect current Indigenous scholarship.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 11 is substantially but not fully satisfied for the program.

Reasons for Conclusion

As the program is in its initial year, no teacher candidates have completed all courses that comprise the concurrent program of professional education. As yet, only one of the foundation courses has been developed for the program.

The Dean attests that all courses will be developed in alignment with the analogous courses of Brock's Primary/Junior program offered at their main campuses. Courses delivered at OSHKI-Wenjack Education Institute will be adapted to a blended mode of delivery, and to reflect Indigenous scholarship and Indigenous perspectives and ways of knowing. Further, the Program Coordinator will be responsible for supervising the development of the outstanding course outlines.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that the program satisfies Requirement 11. However, in the absence of course outlines for four of five foundation courses specifically addressing human development and legislation, the Accreditation Committee is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 11 for the program is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Accreditation Committee that the program includes teaching theory and foundation courses that include courses on human development and learning and on the legislation and government policies relating to education.

For example, the Dean could provide evidence such as:

- course outlines that demonstrate the teaching theory and foundation courses in the program include courses on human development and learning and on the legislation and government policies relating to education
- documentation such as teacher candidate assignments or projects that demonstrate the teaching theory and foundation courses in the program include courses on human development and learning and on the legislation and government policies relating to education
- outcomes of program reviews and/or surveys of teacher candidates/ graduates/faculty in the program demonstrating the teaching theory and foundation courses in the program include courses on human development and learning and on the legislation and government policies relating to education.

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 11 will be fully satisfied for the program.

Requirement 12

The faculty members teaching the program are an appropriate combination of,

- i) persons with appropriate academic qualifications,*
- ii) practitioners with appropriate experience in the field of education, and*
- iii) persons with appropriate expertise in the divisions and components of the program.*

Findings

The evidence indicates that the faculty members teaching the program reviewed will be an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the program.

The foundation and method instructors currently teaching in the program have an appropriate combination of experience in the field of education and expertise pertinent to the divisions and components of the program. Both instructors are Ontario Certified Teachers (OCT), certified in the Primary and Junior divisions with greater than 10 years of educational experience. They have K-12 classroom teaching experience and Additional Qualifications that align with the divisions and program components to which they are assigned. The Program Coordinator who also teaches in the program is a person of Indigenous ancestry who holds a Master of Education degree, and has over 32 years of experience in the field of education. All three individuals have worked as teacher educators in programs of professional education offered by other providers in Ontario.

Brock University acknowledges that hiring local instructors will offer program continuity and an understanding of the on-the-ground realities of the communities served by the Bachelor of Education (Aboriginal) P/J program. The provider is committed to the following recruitment strategies to ensure an appropriate combination of instructors teaching in the program:

1. deploying Brock tenure-stream faculty to deliver courses via distance education
2. recruiting Thunder Bay-based Superintendents and Principals with graduate degrees
3. networking with the Governing Council, the Northern Nishnawbe Education Council (NNEC), and the Kwayaciiwin Education Resource Centre (KERC) network as a means to assure the hiring of Elders and Knowledge Keepers, Indigenous educators, individuals with expertise in the field of Indigenous education, individuals with divisional expertise and individuals with terminal degrees.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 12 is fully satisfied.

Requirement 13

The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.

Findings

The evidence indicates that the Faculty of Education at Brock University maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the program reviewed.

Brock University and the Faculty of Education follow strict guidelines in protecting the privacy and integrity of teacher candidate records. The University collects and retains teacher candidate personal information under the authority of *The Brock University Act, 1964*. Personal information provided for admission and registration and any other information placed into the teacher candidate record is collected, protected, used, disclosed and retained in compliance with Ontario's *Freedom of Information and Protection of Privacy Act, 1990* (FIPPA).

Brock University's *Access to Student Records and Disclosure of Information Policy* is public and sets out specific provisions concerning access to, release of, and the security of student records. The Office of the Registrar has the primary responsibility for the collection, storage, utilization, and dissemination of student records within specific guidelines. Responsibilities include maintaining the accuracy of information in student records, that information in student records is not used inappropriately for a purpose other than which it was collected, and that the privacy of students and former students is not invaded through disclosure of information in student records to third parties without the necessary authorization.

Brock University's controls and security measures also apply to the Bachelor of Education (Aboriginal) program. The Program Coordinator provides grade results to the OSHKI-Wenjack Education Institute for preparation of annual reports, as required by Crown-Indigenous Relations and Northern Affairs Canada and as a basis for continued individual teacher candidate funding. Candidates in the program sign a consent form that allows their grades to be provided to the OSHKI-Wenjack Education Institute.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 13 is fully satisfied.

Requirement 14

The permitted institution is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

Findings

The evidence does not yet substantiate that the permitted institution is committed to continuous improvement and quality assurance for the program reviewed and has implemented measures demonstrating that commitment.

Programs of professional education offered at Brock University main campuses are committed to continuous improvement and quality assurance. This is achieved through the institutional quality assurance processes and quality assurance mechanisms.

In 2015, as part of Brock's Institutional Quality Assurance Process (IQAP), the Academic Review Committee (ARC) of Senate determined that the Bachelor of Education (Aboriginal) Primary/Junior program required updating. The development of the program, as it is currently being offered, in partnership with the OSHKI-Wenjack Education Institute (OSHKI-Wenjack), is an indication that the ARC recommendations are being applied.

The Memorandum of Understanding (MOU) between Brock University and OSHKI-Wenjack Education Institute outlines the terms of establishing a joint steering committee in 2020. This committee is intended to include membership from both partnering institutions. It will provide regular feedback and guidance on the program. The provider reports that face-to-face meetings between Brock and OSHKI-Wenjack administrative staff will take place in Thunder Bay three to four times per year. At the time of the accreditation review, the joint steering committee had not been established and no meetings had occurred.

The provider reports that formal feedback related to ongoing improvement of the program will be gathered through course surveys. Metrics to assess the program will be developed in consultation between Brock and OSHKI-Wenjack. Additionally, considerations are being made to initiate a Student Council at OSHKI-Wenjack to ensure that student voice is represented in matters relating to program improvements.

Teacher candidates' have the opportunity to provide course input to OSHKI-Wenjack staff. This informal feedback is shared with Brock faculty to adjust courses in response to the learning needs of the teacher candidates. Faculty are aware of the limited bandwidth and Wi-Fi access issues faced by teacher candidates trying to access online learning environments. The provider is committed to addressing this challenge.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 14 is substantially but not fully satisfied for the program.

Reasons for Conclusion

The Accreditation Committee accepts that the Faculty of Education has implemented measures to demonstrate its commitment to continuous improvement and quality assurance of their programs of professional education offered at their main campuses. The Accreditation Committee notes, however, that the provider intends to establish a joint steering committee to provide regular feedback and guidance on the program. As well, it intends to develop quality assurance measures for this Indigenous Education program.

In the absence of feedback mechanisms, course surveys and program assessment metrics, the Accreditation Committee is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 14 is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Accreditation Committee to demonstrate the Faculty's commitment to continuous improvement and quality assurance of the Bachelor of Education (Aboriginal) P/J program.

For example, the Dean could provide evidence such as:

- a description of the metrics used to assess the program
- an explanation of the implementation of these quality assurance measures
- a report demonstrating the provider's commitment to continuous improvement and quality assurance based on the metrics adopted to assess the program

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 14 will be fully satisfied.

Requirement 15

The program has a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.

Findings

The evidence indicates that Brock University's Faculty of Education has a Teacher Education Advisory Committee that functions in an advisory or liaison capacity to its accredited programs offered at their main campuses. Evidence does not yet substantiate that a similar body will function in an advisory or liaison capacity in relation to the Bachelor of Education (Aboriginal) Primary/Junior (P/J) program.

The Brock University Faculty of Education Advisory Committee (FEAC) was established to advise and make recommendations on any matters pertaining to the professional education and instruction of teachers. The FEAC includes the Dean and appointed members from Ministry of Education, Ministry of Colleges and Universities, Senate of the University, Ontario Teachers' Federation, Ontario Association of Education Administrative Officials and Ontario Catholic Supervisory Officers' Association. This committee meets once per academic year.

The Memorandum of Understanding (MOU) between Brock University's Faculty of Education and OSHKI-Wenjack Education Institute, indicates an intention to establish a joint steering committee in 2020. According to the terms of the MOU, Brock and OSHKI-Wenjack will each name up to five members to the Joint Steering Committee who will oversee the BEd (Aboriginal) P/J program. The Joint Steering Committee will convene a minimum of two meetings annually, according to the terms of reference established by the MOU, and will develop, collect and report annually on program metrics. Brock and OSHKI-Wenjack will collaboratively develop formal meeting agendas. The Brock University committee members must include the Vice Provost Indigenous Engagement and the Dean of the Faculty of Education.

The partnership with OSHKI-Wenjack is maintained through the offices of the Tecumseh Centre for Aboriginal Research and Education under the authority of the Dean. The Tecumseh Centre reports to a Program Committee in the Faculty of Education which meets at least twice each academic year. This Program Committee reports to the Teacher Education Liaison Committee (TELC) and Faculty of Education Advisory Committee (FEAC) on the ongoing development of the Bachelor of Education (Aboriginal) Primary/Junior program and the partnership agreement with OSHKI-Wenjack Education Institute in Thunder Bay.

The provider reports that the faculty is considering establishing a specific and separate TELC and FEAC for the BEd (Aboriginal) program that would include student membership.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 15 is substantially but not fully satisfied for the program.

Reasons for Conclusion

The Accreditation Committee accepts that there is an intention to create a joint steering committee who will act in a liaison or advisory capacity in relation to the Bachelor of Education (Aboriginal) P/J program.

Fully satisfying Requirement 15 is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Accreditation Committee that a Teacher Education Advisory Committee or similar body is functioning in an advisory or liaison capacity in relation to this Indigenous Education program.

For example, the Dean could provide evidence such as:

- confirmation that the Joint Steering Committee has been implemented and that it respects the mandate and the membership set out in the joint agreement between Brock University's Faculty of Education and Oshki-Pimache-O-Win: The Wenjack Education Institute
- demonstrations through agendas and minutes that the Joint Steering Committee is meeting bi-annually at least, and that it is functioning in an advisory or liaison capacity to the program.

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 15 will be fully satisfied.

Decision of the Accreditation Committee

For the reasons set out above, the Accreditation Committee concludes that the program offered by the Faculty of Education, Brock University fully satisfies Requirements 1, 1.1, 2, 3, 6, 7, 9, 12, and 13 and, substantially, but does not fully satisfy Requirements 3.1, 4, 5, 8, 10, 11, 14, and 15 of Regulation 347/02, Accreditation of Teacher Education Programs for accreditation the following program:

- Concurrent program of professional education that combines studies in Aboriginal Education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Aboriginal)

The Accreditation Committee therefore grants general accreditation to this program with the following conditions as noted below:

Requirements 3.1 and 4

The Dean shall submit evidence acceptable to the Accreditation Committee that the program enables students of this program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

Requirement 5

The Dean shall submit evidence acceptable to the Accreditation Committee that the method and foundation courses offered in the program include appropriate provision for the application of theory in practice.

Requirement 8

The Dean shall submit evidence acceptable to the Accreditation Committee that the practicum, as implemented, satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection (2).

Requirement 10

The Dean shall submit evidence acceptable to the Accreditation Committee that the teaching method courses are appropriate in relation to the divisions to which they relate.

Requirement 11

The Dean shall submit evidence acceptable to the Accreditation Committee that the program includes teaching theory and foundation courses that include courses on human development and learning and on the legislation and government policies relating to education.

Requirement 14

The Dean shall submit evidence acceptable to the Accreditation Committee to demonstrate the Faculty's commitment to continuous improvement and quality assurance of the Bachelor of Education (Aboriginal) P/J program.

Requirement 15

The Dean shall submit evidence acceptable to the Accreditation Committee that a Teacher Education Advisory Committee or similar body is functioning in an advisory or liaison capacity in relation to Bachelor of Education (Aboriginal) P/J program.

Summary

In order to be of benefit to the cohort of teacher candidates admitted in September 2019, the Dean must submit to the College the course outlines for the outstanding method, foundation and practicum courses. These must be submitted prior to each course being offered in each of the four remaining years of the program, 2020-2023.

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirements 3.1, 4, 5, 8, 10, 11, 14 and 15 respectively will be fully satisfied.

Initial Plan

As required in Section 16. (1) of Regulation 347/02, Accreditation of Teacher Education Programs, the Dean of the Faculty of Education, Brock University shall submit to the Accreditation Committee, within six months after receiving the decision, a plan outlining the method and estimated time for satisfying the aforementioned conditions of accreditation, and report annually to the committee on the progress in satisfying the conditions.

The Accreditation Committee grants general accreditation to this program for a period of seven years until July 6, 2027 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Accreditation Committee
Ontario College of Teachers
July 6, 2020